Grade 9 Islamic Religious Education

Term 1 - 39 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

39 complete, ready-to-teach Grade 9 Islamic Religious Education lesson plans for Term 1, covering Ulum al-Qur'an: miraculous nature, language and styles of the Qur'an, selected chapter: Surah Al-Hujurat (Q 49), Ulum al-Hadith: books, classification and compilation of Hadith, selected Hadith: unity and avoidance of ill motives, belief in the last day (day of judgement) and belief in qadar.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Ulum al-Qur'an: Miraculous Nature, Language and Styles of the Qur'an	7
1.2	Selected Chapter: Surah Al-Hujurat (Q 49)	5
2.1	Ulum al-Hadith: Books, Classification and Compilation of Hadith	10
2.2	Selected Hadith: Unity and Avoidance of Ill Motives	8
3.1	Belief in the Last Day (Day of Judgement)	5
3.2	Belief in Qadar	4

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

CONTENTS

No.	Lesson	Topic	Page
1	Ulum al-Qur'an and the Qur'an as a miracle	1.1 Ulum al-Qur'an: Miraculous Nature, Language and Styles of the Qur'an	5
2	Aspects of the miraculous nature of the Qur'an	1.1 Ulum al-Qur'an: Miraculous Nature, Language and Styles of the Qur'an	8
3	The language of the Qur'an	1.1 Ulum al-Qur'an: Miraculous Nature, Language and Styles of the Qur'an	11
4	Styles of the Qur'an (part 1)	1.1 Ulum al-Qur'an: Miraculous Nature, Language and Styles of the Qur'an	14
5	Styles of the Qur'an (part 2)	1.1 Ulum al-Qur'an: Miraculous Nature, Language and Styles of the Qur'an	17
6	Reflecting on the Qur'an as guidance	1.1 Ulum al-Qur'an: Miraculous Nature, Language and Styles of the Qur'an	20
7	Appreciating the Qur'an as divine scripture	1.1 Ulum al-Qur'an: Miraculous Nature, Language and Styles of the Qur'an	23
8	Reading Surah Al-Hujurat	1.2 Selected Chapter: Surah Al-Hujurat (Q 49)	26
9	Meaning: respect, verifying news and reconciliation	1.2 Selected Chapter: Surah Al-Hujurat (Q 49)	29
10	Meaning: mocking, suspicion, backbiting and equality	1.2 Selected Chapter: Surah Al-Hujurat (Q 49)	32
11	Lessons from Surah Al-Hujurat	1.2 Selected Chapter: Surah Al-Hujurat (Q 49)	35
12	Treasuring the surah's teachings	1.2 Selected Chapter: Surah Al-Hujurat (Q 49)	38
13	Hadith and its parts	2.1 Ulum al-Hadith: Books, Classification and Compilation of Hadith	41
14	The six authentic books of Hadith	2.1 Ulum al-Hadith: Books, Classification and Compilation of Hadith	44
15	Classes of Hadith: sahih	2.1 Ulum al-Hadith: Books, Classification and Compilation of Hadith	47
16	Classes of Hadith: hasan and dhaif	2.1 Ulum al-Hadith: Books, Classification and Compilation of Hadith	50

17	Reasons for classifying Hadith	2.1 Ulum al-Hadith: Books, Classification and Compilation of Hadith	53
18	The Tabi'in and Tabi' al-Tabi'in	2.1 Ulum al-Hadith: Books, Classification and Compilation of Hadith	56
19	Factors that necessitated compilation	2.1 Ulum al-Hadith: Books, Classification and Compilation of Hadith	59
20	The process of collection and compilation	2.1 Ulum al-Hadith: Books, Classification and Compilation of Hadith	62
21	Hadith as a source of Islamic law	2.1 Ulum al-Hadith: Books, Classification and Compilation of Hadith	65
22	Appreciating the compilation of Hadith	2.1 Ulum al-Hadith: Books, Classification and Compilation of Hadith	68
23	Hadith on unity: the believers as one body	2.2 Selected Hadith: Unity and Avoidance of Ill Motives	71
24	Hadith on brotherhood	2.2 Selected Hadith: Unity and Avoidance of Ill Motives	74
25	Hadith on intentions	2.2 Selected Hadith: Unity and Avoidance of Ill Motives	77
26	Avoiding ill motives: envy, hatred and suspicion	2.2 Selected Hadith: Unity and Avoidance of Ill Motives	80
27	Relevance of these Hadith today	2.2 Selected Hadith: Unity and Avoidance of Ill Motives	83
28	Practising unity	2.2 Selected Hadith: Unity and Avoidance of Ill Motives	86
29	Practising good intentions and a clean heart	2.2 Selected Hadith: Unity and Avoidance of Ill Motives	89
30	Honouring Hadith as a source of guidance	2.2 Selected Hadith: Unity and Avoidance of Ill Motives	92
31	Belief in the Last Day as a pillar of Iman	3.1 Belief in the Last Day (Day of Judgement)	95
32	Events of the Last Day: resurrection to the scale	3.1 Belief in the Last Day (Day of Judgement)	98
33	Events of the Last Day: accounting to the final abode	3.1 Belief in the Last Day (Day of Judgement)	101
34	Significance of believing in the Last Day	3.1 Belief in the Last Day (Day of Judgement)	104
35	Preparing for the Last Day through righteousness	3.1 Belief in the Last Day (Day of Judgement)	107

36	Meaning of Qadar and Qadha	3.2 Belief in Qadar	110
37	Effects of believing in Qadar	3.2 Belief in Qadar	113
38	Significance for spiritual nourishment	3.2 Belief in Qadar	116
39	Accepting the Will of Allah	3.2 Belief in Qadar	119

Ulum al-Qur'an and the Qur'an as a miracle

Strand 1.0 Qur'an > Sub-strand 1.1 Ulum al-Qur'an: Miraculous Nature, Language and Styles of the Qur'an | Lesson 1 of 7 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) explain what Ulum al-Qur'an is; b) explain why the Qur'an is called a miracle

KEY INQUIRY QUESTION(S)

- Why is the Qur'an considered a miracle?
- How does the language and style of the Qur'an help in its interpretation?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Spiritual development**	Developed through the activities in this lesson.

LEARNING RESOURCES

A copy of the Qur'an (Mushaf) with translation of meanings | Charts | Learners' exercise books

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

Ulum al-Qur'an | mu'jizah (miracle) | i'jaz | Arabic | style | parable | oath | revelation

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Key question: why is the Qur'an considered a miracle?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "Sciences of the Qur'an" (key ideas on the next page), explaining as you go. Use a copy of the Qur'an (Mushaf) with translation of meanings, charts, learners' exercise books. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "How is the Qur'an different from earlier miracles?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Sciences of the Qur'an

Ulum al-Qur'an is the study of the Qur'an: its revelation, compilation, language, styles and interpretation.

Muslims believe the Qur'an is the word of Allah revealed to Prophet Muhammad (PBUH) through Angel Jibril over about 23 years, and is his greatest miracle (mu'jizah).

Unlike earlier miracles seen only by those present, the Qur'an remains for all generations.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is Ulum al-Qur'an?	**The study of the sciences of the Qur'an.**
2	Through which angel was the Qur'an revealed?	**Jibril.**
3	Over about how many years was it revealed?	**About 23 years.**
4	How is the Qur'an different from earlier miracles?	**It remains for all generations.**

WATCH OUT FOR

Learners confuse revelation and compilation. Revelation came first; compilation followed.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can explain what Ulum al-Qur'an is confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can explain what Ulum al-Qur'an is accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly explain what Ulum al-Qur'an is, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet explain what Ulum al-Qur'an is without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Use a timeline of revelation.
Learners ready for more	Research how the Qur'an was compiled during the time of the Caliphs. (Answer: Answers will vary)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "ulum al-Qur'an and the Qur'an as a miracle" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

Aspects of the miraculous nature of the Qur'an

Strand 1.0 Qur'an > Sub-strand 1.1 Ulum al-Qur'an: Miraculous Nature, Language and Styles of the Qur'an | Lesson 2 of 7 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) describe aspects of i'jaz; b) explain how they strengthen iman

KEY INQUIRY QUESTION(S)

- Why is the Qur'an considered a miracle?
- How does the language and style of the Qur'an help in its interpretation?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Spiritual development**	Developed through the activities in this lesson.

LEARNING RESOURCES

A copy of the Qur'an (Mushaf) with translation of meanings | Charts | Learners' exercise books

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

Ulum al-Qur'an | mu'jizah (miracle) | i'jaz | Arabic | style | parable | oath | revelation

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min